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ABSTRACT

This document provides a preliminary report on the implementation of operational policies, strategies, and programs for the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in the areas of literacy and basic education. The first section contains an analysis of replies to a questionnaire distributed to 79 member states by the International Bureau of Education (IBE). This section covers the following topics: (1) an overall assessment of the impact of the World Conference on Education for all, the 42nd session of ICE, and International Literacy Year; (2) national plans or strategies for action; (3) initial achievements; (4) partnerships in promoting literacy and basic education; (5) financial aspects; (6) studies and research; and (7) conclusions. The second section provides an overview of the efforts in basic education undertaken by UNESCO and the international community since the World Conference on Education for All (WCEFA), held in Jomtien, Thailand, from March 5-9, 1990. This section covers the following topics: global advocacy and agency coordination; regional policy conferences; new projects linked to key WCEFA goals; support for planning and mobilization at the country level; and donor support to basic education. A list of countries that submitted replies to the IBE questionnaire is included. (MM)

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PRELIMINARY REPORT ON THE IMPLEMENTATION OF RECOMMENDATION N° 77 ADOPTED BY THE 42ND SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION AND CONCERNING OPERATIONAL POLICIES, STRATEGIES AND PROGRAMMES IN THE AREAS OF LITERACY AND BASIC EDUCATION FOR THE 1990s

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INTRODUCTION

1. The present document has been prepared in conformity with Recommendation N° 77, paragraph 40, adopted by the forty-second session of the International Conference on Education (ICE, Geneva, Switzerland, 3-8 September 1990), that stated that a preliminary report on the implementation of this Recommendation be submitted to the next session of the ICE. It corresponds to item 8 of the provisional agenda of the forty-third session of the ICE.

2. The document is composed of two parts: the first contains an analysis of replies to the IBE's questionnaire (UNESCO/BIE/CONFINTED/43/Q/91, part II) by seventy-nine Member States (see Annex); and the second provides an overview of the efforts undertaken by UNESCO and the international community since the World Conference on Education for All (WCEFA), held in Jomtien, Thailand from 5-9 March 1990.

Part I: ANALYSIS OF REPLIES BY MEMBER STATES TO THE IBE QUESTIONNAIRE CONCERNING THE IMPLEMENTATION OF RECOMMENDATION N° 77

3. This part of the report has its limitations. There are three principal reasons: (a) it is perhaps premature, as several Member States mentioned in their replies, to arrive at any comprehensive vision of progress achieved since International Literacy Year (ILY); (b) the opinions of Member States who have not contributed to the preparation of this report would also be desirable; (c) the presentation of activities in the area under consideration obviously requires elements of analysis and opinions by all the various partners, and not only by the governmental bodies.

An overall assessment of the impact of the World Conference on Education for all, the 42nd session of the ICE and International Literacy Year

4. Replies to the question as to whether the above-mentioned three events had created a positive impact on literacy and basic education activities in some specific areas are summarized as follow:

		Positive reply	Negative reply	No reply
(1)	Increase in awareness, interest and participation by the general public	56	6	17
(2)	Enhancing the learning environment	45	13	21
(3)	Expansion of the number of partners and the broadening of their roles	51	8	20
(4)	Strengthening multi-sectorial approaches	45	12	22

(5)	Increase in the financial resources allocated	38	18	23
(6)	More effective use of resources allocated	44	10	25
(7)	Strengthening international co-operation	55	4	20
(8)	Increased external input to national efforts	46	12	21

National plans or strategies for action

5. Sixty-one countries reported that legislative measures or other governmental decisions had been taken, or national plans for action completed or updated, as a follow-up to WCEFA, ICE and ILY.

6. Thirty-seven countries, including thirty-one developing countries, expressed their preoccupation with the improvement of pre-school education. Some of them established time-bound targets, for example, the degree to which coverage of the corresponding age-cohort is planned to be attained before the year 2000: in the Philippines 90% (from the present 30%); Republic of Korea and Guinea 70%; Zimbabwe and Sri Lanka 50%; Malawi 30%. Indonesia envisages making all children above 5 years of age the beneficiaires of some kind of pre-school education and Kuwait has established a target of preparing this category in kindergarten for two years. Spain is going to generalize this form of education for children of 3 to 6 years of age and considerably extend provisions for younger children. The United Republic of Tanzania plans to set up 100 new pre-primary schools during 1991/92 and started preparation of pre-school teachers in teacher-training colleges. A similar programme ("kindergarten diploma study programme") was launched by the University of Bahrain. In Kenya each primary school will have in its structure a nursery school, and in Malaysia the "pre-school annexes" are being set up in the existing primary schools.

   It is noteworthy that in some countries the expansion of pre-primary education is linked with other developmental projects, such as the programmes in favour of future mothers (Costa Rica); the poorest families (Peru); reinforcement of family community centres (Panama); rural development projects (Thailand); or adult literacy programmes (Sri Lanka).

7. Thirty-two countries, of which twenty-eight are developing ones, reported plans and strategies concerning the quantitative expansion and qualitative improvement of primary/basic education. The achievement of UPE or a considerable increase in the school participation rate until the year 2000 is on the policy agenda in Botswana, Côte d'Ivoire, Egypt, Panama, Peru, Sudan and many others. Thailand committed itself to gradually extend the basic education cycle to 9 years in the existing primary schools. Malaysia and Malawi intend to phase out school fees for children from economically disadvantaged groups. A law on compulsory primary education in all residential areas has been adopted in Kuwait; the same measure has been introduced by a ministerial decree in Indonesia. Important reforms of basic education curricula are reported by some countries (e.g. Egypt, Papua New Guinea). Mention should also be made of efforts to place emphasis on the non-formal education facilities in Burundi and on vocational education in Fiji. Important structural measures are being taken in France: the setting up of cycles and a network of educational aid in primary education, as well as the introduction of

systematic evaluation of the learners' achievements upon entry to the third year of primary schooling.

8. Forty-eight Member States described steps taken by them in the field of reducing adult illiteracy (thirty-nine developing and nine industrialized countries). Twenty-one countries refer to policy measures aimed at the eradication of female illiteracy. In several countries particular attention is given to educationally and economically disadvantaged groups, such as the rural poor (Côte d'Ivoire), the Romany population (Finland, Czechoslovakia, Romania), and Sami people (Norway). Among the specific projects one can mention: the national literacy programmes prepared or underway in China, Egypt, Namibia, United Arab Emirates; the functional literacy and livelihood development programme in the Philippines; a programme to enrol primary school drop-outs in adult literacy classes in the United Republic of Tanzania; a series of continuing education programmes, adapted to the needs of the adult population and transmitted by the TV and other medias in Spain; expansion of the morning and evening classes for illiterate women in Kuwait, etc.

9. It seems that a need for better integration of formal primary education and non-formal literacy and basic education activities is recognized by many Member States as it allows them more effectively to reach the population and better use of the educational facilities, teaching personnel and other necessary learning resources.

Initial achievements

10. Forty-nine countries reported that they have undertaken evaluation of the present situation and past experiences regarding literacy and primary education prior to setting up new plans or programmes or up-dating the existing ones.

11. The usual methods of evaluation described are exploratory evaluation research or surveys, use of national census data or statistics to establish the number of school-age children and illiterate persons, case studies, organization of evaluation workshops and round tables, and project monitoring. Many evaluative activities in Member States were undertaken in conjunction with national conferences/seminars/round tables organized as follow-up to WCEFA. Several countries (Botswana, Bahrain, Tanzania among others) had carried out a quantitative evaluation of their illiterate population. Identification of individuals who have not completed four years of primary schooling was carried out in Thailand in co-operation with village leaders and local teachers. In Australia all ILY projects are being evaluated. In Benin a special committee has been set up to evaluate the outcomes of all national literacy campaigns implemented since 1975. A comparative analysis of two literacy programmes was undertaken in Israel. The majority of countries seem to be concerned about making qualitative evaluations of literacy and basic education, such as the effectiveness of ILY projects, relevance of curricula to national educational goals and to socio-economic and cultural needs, the impact of literacy projects, national research capacities, main causal factors or determinants of illiteracy, etc.

12. Forty-five countries, of which thirty-six are developing ones, proceeded with the identification of the basic learning needs of the population. These needs, particularly in developing countries are closely related to their socio-economic objectives. Many of them are trying to link literacy and basic education to work-oriented programmes, the development of income-generating skills, agricultural production techniques, home economics education, health, nutrition and environmental education. At the same time, socio-culturally-based needs are emerging in these countries, such as the strengthening of cultural identity, the promotion of mother-tongue teaching, fostering of women's and girls' participation in cultural life, etc.

13. Thirty-nine countries (thirty-one developing and eight industrialized) described multiple measures used to reduce wastage in primary education. The main reasons have been low motivation, lack of time to attend school and the poor learning environment (insufficient number of textbooks, irrelevant teaching and learning materials, pass/fail examinations, long journeys to the school, etc.). The measures applied include: the introduction of more stimulating work-oriented school programmes; opportunities for drop-outs to join adult education courses; guidance and counselling and other psycho-social services; governmental financial support for the purchase of textbooks and their reuse; reduction of the school commuting distance. As examples, the following experiences can be mentioned: the adoption of a programme of action to reduce drop-out and bring to an end the social and psychological factors concerned in Tunisia; a textbook loan scheme, supplementary feeding and the school health programme in Malaysia; a reduction by 25% in the price of the textbooks, obtained by the government of the Côte d'Ivoire from publishing houses.

14. Forty-three Member States (among them thirty-five developing countries) reported a variety of measures to prevent relapse into illiteracy. Alongside expansion and improving the quality of post-literacy provision and methods such as up-dating the curricula, establishing the new post-literacy and reading centres, mobile libraries, broader use of medias for the transmission of literacy programmes, improved monitoring systems for new literates, attention is given to better motivation of learners by improving job opportunities and income for those who successfully completed the course. As examples of concrete actions in this area one can mention the adoption of a law on compulsory literacy in Qatar and the evaluation of literacy programmes in Oman with a view to extending the duration of studies from two years to three.

15. Thirty-two Member States, of which twenty-seven are developing ones, have introduced more flexible learning arrangements for out-of-school children. Those efforts can be exemplified by "The learning for earning activity project" in Jamaica, the special schools and night classes organized by industries in the Republic of Korea; the opening of vocational training centres in the Libyan Arab Jamahiriya and village polytechnics in Kenya. In Bahrain out-of-school children over 10 years (and not 15 as before) are eligible for admission to adult education classes which often are attached to primary schools; if successful, these children may be moved to formal primary classes. In Oman, too, out-of-school children may join adult education centres or study at home.

16. Forty-six countries, of which thirty-six are developing, reported important measures to revise curricula and improve teaching methods in basic education. The most common trends are towards making them work-oriented, learner-centred and more relevant to the needs and life experiences of learners. Cultural elements are emphasized in the revised curricula in some countries. These activities are benefitting from increased support from research and curriculum development centres. In the United Republic of Tanzania the revised curricula, while reducing the number of subjects taught, incorporate topics on population and environment. In Egypt the new curriculum materials attempt to transcend the barriers between subjects to show the unity of human knowledge. In Thailand an open-ended curriculum in functional literacy has been introduced. The learners can set up the topics, discuss them and get solutions by themselves.

17. Improving monitoring and evaluation methods was reported by many countries. Continuous and diagnostic evaluation, and the use of multiple sources (progress records, profile records, self-assessment, etc.) replace or supplement the traditional means of evaluation (tests, quizzes, teacher's report). The role of evaluation as a means to enhance the learner's motivation was pointed out to be more thoroughly explored in the future. The existence of monitoring and evaluation networks for basic education involving teachers,

administrators and project officers was also mentioned. A trend towards the decentralization in the management of educational activities is also observed in some countries.

18. Forty-seven Member States, including forty developing countries, have taken measures to improve the professional training of teaching staff and the literacy agents. Thus, a reform of the teacher training system has been launched in Papua-New Guinea, a special teacher training programme has been set up in Malawi, and in Norway a gradual extension of teacher training programmes from three to four years' duration is underway. Uganda has raised to complete secondary level the entry requirements for primary teacher-training colleges and launched a project to train the polyvalent teachers capable of handling tasks in both primary schools and the non-formal programmes aimed at out-of-school children and adults. Egypt is undertaking the programme of up-dating primary school-teachers to the university level and employs a reward scheme to persuade efficient teachers to work in the field. The United Arab Emirats, while developing decentralization in the field of educational management, strengthens the role and professional preparation of educational inspectors. The Syrian Arab Republic, Burkina Faso and several other countries have organized the training of literacy teachers in higher education institutions. Most countries place strong emphasis on the in-service training of primary school-teachers and literacy agents. Several countries referred to the importance of the scheme of voluntary literacy teachers who can better adapt themselves to the flexible teaching hours and the place to teach (remote areas for example).

19. Thirty-four countries, including twenty-seven developing ones, have taken measures in order to improve physical conditions of buildings and premises for basic education activities. While some countries have increased governmental funds for building schools and literacy centres, and for the renovation of school buildings, library facilities, equipment and furnishings, the cost-sharing schemes with the private sector and the community have been mounted, and a more efficient use of existing school and local resources and facilities is attempted. Thus primary school premises are widely used for conducting literacy classes. Egypt reported that it has "greatly increased funds for furniture and equipment". In 1992, the Côte d'Ivoire starts a programme of reparing all school buildings and community centres providing literacy classes which were constructed more than fifteen years ago. The programme of construction and renovation of school buildings is being undertaken in Luxembourg.

20. Thirty-five (twenty-nine developing) countries reported the reinforcement of the literacy and basic education data collection capacity (reinforcement of information centres, the statistics unit of the Ministry of Education, etc.). However, they also reported difficulties in this area. How to collect reliable data from illiterates? Can village leaders or other literates aid this task? The costs involved with the introduction of modern data collection techniques (computers, calculators, etc.), and the periodic updating and cross-validation of literacy statistics and ways of improving the qualitative dimensions of data - these are the difficulties reported.

21. Efforts to encourage a more active participation of women and girls in literacy and basic education have been mentioned by thirty-eight countries. The most significant trends include: gearing formal learning to professional and income-generating activities; establishing suitable training arrangements (e.g. morning or evening classes) and providing transportation for mothers; the creation of special institutions, schools or study groups with curricula adapted to the specific needs and occupations of women; encourging the enrolment of girls into technological fields. Several countries have set up ministries or departments within the existing ministries to deal specifically with women's education. A variety of new women's associations, federations, councils, etc., have been created. Among the specific examples of actions in favour of women and girls, the following can be mentioned: the setting up at the multi-purpose Adult Education Centre at Helwan

(Egypt) of work-oriented literacy programmes; a pilot project, covering five provinces of Thailand, which combines basic education with vocational training and the provision of the revolving funds; special loans offered to the participants of the literacy courses in Kenya, enabling them to start their own business; a project entitled "Education, work, production for the female population in rural, urban and marginal areas" in Costa Rica; a programme combining training and employment in Spain, etc.

22. As regards ethnic, linguistic and other minority groups (twenty-seven replies provided the relevant information), several countries reported their efforts to teach literacy in a mother-tongue, attempts to adapt curricula and improve training opportunities and support for education of minority groups, including the training of teachers of minority origin. For example, the literacy teaching in mother tongues is provided for 26 ethnic groups in Mexico; the United Republic of Tanzania extends boarding facilities for pupils and provides housing for teachers in nomadic areas; special programmes on peace education for children in conflict areas is envisaged in Sri-Lanka.

23. From among thirty-two countries who provided information about measures in favour of the rural poor and urban slum dwellers, several countries mentioned financial incentives to encourage this population to participate in formal and non-formal educational activities (teaching materials distributed free of charge, transportation provided to people living in areas without schools, reduction of school fees, food supplies to pupils, etc.). Many countries extend in rural areas the vocational training centres and community development centres combining literacy activities with reading and entertainment facilities. A need for integrated policies, comprehensive analysis of the environment, and training requirements relevant to the needs of communities in rural areas was also reported. With regard to urban slum dwellers, the importance of the community's involvement and co-operation with appropriate city authorities was stressed in order to cope with literacy programmes, problems of street children, along with various urban renewal projects and security arrangements. The project "Provision of education facilities for children in slum areas" aimed at 23 million persons (Pakistan) deserves mentioning.

24. The same trend towards a closer association of the basic education with professional training and income-generating activites is clearly manifested in regard to the programmes aimed at migrant workers and refugees. (Twenty-two and seventeen countries respectively informed about educational measures benefiting these groups.) However, positive differential treatment of these groups was also provided through the curriculum and teaching materials relevant to the cultural background of these groups. Among the specific projects which deserve mentioning, there are workshops established in the adult education centres in Spain, where workers without qualifications may obtain certificates of both an academic and professional nature. Nigeria's reply describes the "schools in boats" for children of migrant fishermen. Several countries, Guinea among others, have launched special educational assistance programmes for refugees.

25. Forty-one countries reported the reinforcement of literacy and basic education activities for the handicapped through the establishment of community rehabilitation programmes, special education centres, reinforcement of facilities for the handicapped in primary schools, improved teacher training, etc. Several European countries reported their current efforts in providing special education programmes with a view to integrating the handicapped into normal school system with special support personnel and facilities. Many projects offered to this category of people aim at improving their job opportunities. As examples, the following can be given: social qualification bureaux and special workshops in Egypt and a pilot project in Uganda aimed at the production of video training materials for handicapped children and for their parents, helping the latter to identify handicaps at an early age.

Partnerships in promoting literacy and basic education

26. Twenty-five Member States reported an increase in the roles, functions and responsibilities of various ministries and other governmental bodies as a result of ILY. Forty-four countries reported that they had appointed ministerial or other bodies, in most cases including NGOs, to promote, plan and co-ordinate basic education and literacy activities. The Ministry of Education is most often mentioned as playing a key role in these bodies. In developing countries, typically, the ministries in charge of planning, health, information, culture, social affairs, industry, agriculture and defence are included in these bodies. Various governmental bodies, within the framework of co-ordinated activities, participate in setting up schools and literacy centres, providing equipment, textbooks, personnel, and in awareness-raising campaigns. As interesting roles played by various ministries, the following examples can be given: in Guinea, each ministry has set up its own plan for the eradication of illiteracy; in Bahrain each ministry has opened classes for their own illiterate and low-literate personnel; in Swaziland, an interministerial writers' group was formed to produce books for adult illiterates.

27. Twenty replies reported an increase in the role of local authorities. Local governments, regional and district administrators, villages chiefs and local education and literacy officers have been reported to play an important role in mobilizing the population and influencing the implementation of literacy and basic education programmes. Supervision, monitoring, organization of literacy programmes, the construction of school buildings and literacy centres, fund-raising for literacy, provision of transport and participation in literacy surveys and in-service teacher training were given as examples of their involvement.

28. Increased involvement has also been indicated for the following groups: community groups, forteen replies; parents associations, nine replies; teachers' organizations, ten replies. These organizations contribute to an improvement in the infrastructure of basic education and literacy activities, particularly through fund-raising activities. They participate in local literacy councils, in motivating people, in providing literacy agents and in surveys to identify the illiterate population. Financing local literacy programmes, their organization and the provision of facilities and equipment are services provided by the community groups. One of the most important roles of teachers' associations was to mobilize and train both regular and voluntary teachers for work in literacy and basic education. Teachers' voluntary work to teach school workers after school hours, giving night or holiday courses, and their contribution to monitoring literacy projects have been cited as examples. As concrete examples of the activities of these groups the following may be mentioned: setting up of local groups to combat functional illiteracy (illettrisme) in France; the Swedish-Speaking Parents Association in Finland has launched a successful reading project entitled "A quarter-of-an-hour every day"; the establishment of community schools in Nigeria. Several countries also acknowledged the importance of cost-sharing by parents for literacy and basic education, particularly at the pre-school level of education.

29. Only six replies indicated an improvement in the participation of employers. However, twenty-one other countries mentioned some kind of involvement on their part. Employers play two principal roles: organizing on-the-job training and literacy classes for their personnel by providing funds, facilities and teachers to these classes; and financial and material support to literacy activities in general (literacy campaigns, provision of transport, premises, scholarships to literacy learners, etc.). Concrete examples of such activities are: construction of schools by industrial firms for the children of their employees in Swaziland; the law in Saudi Arabia obliges commercial enterprises to eradicate illiteracy among their workers.

30. Fourteen countries mentioned an increased role and twenty-nine some kind of involvement of the media. A task mentioned most frequently in these replies is using the media to arouse attention to the negative consequencies of illiteracy and to create awareness among the public. The second task consists in transmitting basic education programmes through newspapers, radio and television. Guinea described the particular role of rural radio in literacy activities. The mass media in the United Republic of Tanzania, in addition to the two above-mentioned tasks, provide neo-literates with reading materials. A media committee for literacy has been set up in Bahrain.

31. Thirty-six replies indicated that universities played a certain role in these activities; fourteen out of them stated that this role had increased since the WCEFA. The activities pursued by universities for the promotion of literacy and basic education include the following: universities in many countries conduct research to produce theories and a systematic body of knowledge on literacy; curriculum development and the production of literacy and basic education materials (books, textbooks, teachers' guides, etc.); the training of literacy personnel (teachers, experts, curriculum developers, literacy researchers, etc); and use of students as voluntary literacy teachers. Two examples can be mentioned: in Uganda the appropriate university departments are involved in the production of a variety of literacy curricula for different target groups; in Pakistan and some other countries chairs on literacy research have been created.

32. Thirteen countries pointed out an increased participation of religious bodies. Replies from developing countries report that these bodies provide moral, material, financial and operational support to literacy and basic education. The building of schools and literacy centres, the organization of literacy Sunday schools and drawing attention to the drawbacks of illiteracy during sermons were examples of the support given by religious bodies.

Financial aspects

33. Thirty-six countries reported an increased share of national resources allocated for literacy/primary education following the World Conference. The details are given below.

	Increase	No increase	No answer
Africa	7	7	5
Asia and the Pacific	7	4	3
Europe	10	4	7
Arab States	8	4	2
Latin America	4	4	3
Total	36	23	20

34. The following table presents a summary of the number of replies concerning modifications in the financial contributions of different sources.

	Increased	Maintained	Decreased	No answer
Central government funds	18	17	2	42
Local government funds	8	9	-	62
Non-governmental organizations	5	10	-	64
Foundations	4	7	-	68
Voluntary contributions	4	6	1	68
Foreign aid	12	6	1	60

35. Several replies described the efforts to improve the use of resources, for example: mobilization of parental community contribution in the United Republic of Tanzania; an increase in financial contributions from individuals in the Republic of Korea; setting up a national system for the management of human and financial resources in Guinea. The most frequently mentioned areas for which these resources are destined are: training literacy personnel; curriculum development; the development of instructional materials; administration and management.

36. The following table shows elements of replies on external assistance following ILY (replies from developed countries are excluded).

	External assistance received from:	External assistance not received from:	No answer
UNESCO	25	15	16
Other co-organizers of the WCEFA	30	9	17
Foundations & regional dev. banks	11	24	21
Bilateral agencies	16	14	26

External assistance was most frequently granted for primary education and basic education in general, training, curriculum development, the supply of literacy materials and equipment, literacy campaigns, transport, monitoring, organization of seminars and workshops and study tours.

Studies and research

37. Twenty-four replies reported studies and research projects undertaken in relation to the basic needs assessment, and twenty replies on statistical projections or an analysis of trends. These studies involve enrolment trends, school mapping (pupils, teachers distribution, etc.), surveys on school building and facilities, current status of literacy and basic education, etc.

38. In twenty-three countries the research projects on content and methods of literacy and basic education have been carried out. Learner-focused research received a high priority (cognitive psychological and social determinants of illiteracy, mastery learning strategies, learner-focused literacy materials, factors influencing the learner achievement, etc.). A few countries reported research on innovative contents and methods (use of new technologies in literacy teaching, non-traditional methods of eradicating illiteracy,

literacy through the media, effectiveness of innovations in literacy and adult education, etc.). Sixteen replies mentioned studies on educational programmes pertaining to particular population groups (women, ethnic minorities, etc.).

Conclusions

39. The overall impact data indicate that the majority of Member States which replied to the questionnaire, acknowledged the positive impact of the three events. The highest positive rates of response are observed in the fields of awareness, interest and participation by the general public and strengthening international co-operation. These developments may be explained by enthusiasm produced as the result of the World Conference and other events during ILY. However, one may observe that concrete measures such as the increase and more effective use of resources allocated to literacy and basic education activities and the strengthening of multi-sectorial approaches are lagging behind. If not transformed into and supported by better co-ordination, financial support and other practical steps among the partners, enthusiasm may be compromised.

40. One possible interpretation of the facts that only about 50% Member States replied to the questionnaire, and a considerable number of countries, who did reply, provided no information on some questions, may be a lack of a thorough evaluation of the ILY follow up activities. Another possible interpretation of these facts may be that a number of Member States have not yet completed the formulation or adjustement of their policies and have not yet taken all necessary measures in line with the objectives set by the World Declaration, the Framework of Action of the WCEFA and Recommendation No. 77 of the ICE.

41. Not all partners have equally responded in terms of their input to basic education and literacy. Further efforts are required in order to obtain increased contribution from all parterns, especially from local authorities, the mass media, NGOs, voluntary workers and teachers. As regards financial contribution, more funds could be sought from foundations, NGOs, enterprises and individuals, alongside with the sustained input by national governments and foreign aid agencies.

Part II ACTION BY UNESCO AND THE INTERNATIONAL COMMUNITY IN THE FIELD OF BASIC EDUCATION

1. The World Conference on Education for All constituted a turning point in the efforts of the international community to make the basic human right to education a reality for everyone. The Conference came after a decade of "lost opportunities" which had seen student numbers stagnating or declining, educational quality eroded and the problem of illiteracy becoming more and more acute, not only in the developing world but also in the industrialized countries.

Global advocacy and agency co-ordination

2. One of the main concerns since Jomtien has been to intensify and improve the policy dialogue and co-operation between all partners involved in the education for all initiative. Meetings were held and mechanisms established by international agencies and NGOs in an attempt to better co-ordinate their activities in support of basic education. At the same time governments have come together to determine the needs and priorities of their countries and regions in striving towards education for all. These meetings also helped to maintain the momentum of the Jomtien Conference and to ensure that education for all remains high on the world agenda. UNESCO played a central role in these activities along with its education-for-all partners. Some examples of such initiatives are given below:

Meetings of heads of main sponsoring agencies of Jomtien:

3. The working relations established between the four original sponsors of the World Conference on Education for all - UNDP, UNESCO, UNICEF and the World Bank - have continued to develop. The four executive heads have met regularly to monitor co-operation in the field of basic education. Their post-Jomtien meetings in New York (July 1990), Washington D.C. (January 1991) and Paris (December 1991) were chaired by the Director-General of UNESCO. Closer co-ordination of their country-level activities in basic education has been one of the main concerns pursued by the four agencies.

World Summit for Children (UN, New York, 29-30 September 1990):

4. The World Summit brought together an impressive alliance of 71 heads of state and 88 ministers who adopted a World Declaration and a Plan of Action, reinforcing the Jomtien goals in the larger context of child survival, protection and development, and emphasizing that "investment in basic education must be accorded a high priority in national action as well as international co-operation". Since then, some 80 countries have elaborated national Plans of Action in order to put the Summit Declaration into practice.

Statement of Solidarity to Achieve Education for All:

5. Nineteen of the twenty-two sponsors of the World Conference adopted, in March 1991, a statement reaffirming their commitment to the Jomtien goals. The statement emphasized that, despite the wide range of follow-up activities initiated since the World Conference,. much greater efforts would be required at country level along with significantly increased support by the international community. The text reaffirmed the "... conviction that basic education for all is not only a human right, it is also the cornerstone of human development. Ensuring that this right is met for the full breadth of a population is perhaps the single most effective means to ensure sustainable development."

UNESCO/UNICEF Joint Committee on Education :

6. A Joint Committee of the UNESCO and UNICEF Executive Boards was established in 1990, just after the Jomtien Conference, with a view to discussing educational policy issues of joint concern to both organizations and guiding their co-operation in the field of basic education. At its third meeting in May 1992, the Committee notably urged the two Secretariats to further strengthen their co-operation at country level and to appeal to governments to assign education for all utmost priority. Committee members also underlined the primary importance of basic education for women and girls as well as the critical need for mass provision of basic learning materials in most developing countries.

International Consultative Forum on Education for All (UNESCO, Paris, 4-6 December 1991):

7. The EFA Forum, which was convened by the four core sponsors of the Jomtien Conference (UNESCO, UNDP, UNICEF and the World Bank) and attended by a large number of governments, international agencies, NGOs and donor organizations, reviewed the progress achieved since the World Conference and discussed ways of accelerating national action. Forum participants agreed that the EFA initiative had made significant progress, but that an accelerated pace and even greater human and financial efforts were needed to ensure its final success. It was also decided that the Forum should meet henceforth every 18-24 months.

The intellectual and practical organization of future meetings of the EFA Forum was entrusted to a newly established EFA Forum Secretariat, housed in UNESCO. The Secretariat will work in the areas of public awareness raising and advacocy for basic education, for example by publishing the "EFA 2000" newsletter, and carry out the technical work on which future meetings of the EFA Forum will be based.

Co-operation with the NGO community:

8. Bringing about a broader and more active partnership with the NGO community has been an important concern since Jomtien. Some 100 NGOs affiliated with the four main sponsors of the World Conference have formed an EFA Network, based in New York, in order to exchange experience and co-ordinate their efforts in the field of basic education and also to improve their co-operation with international organizations. At the same time, the Collective Consultation of NGOs active in basic education, organized by UNESCO every year, has become a forum to jointly develop operational projects in basic education to be carried out by NGOs with the advice and technical supervision of UNESCO and funding of certain funds-in-trust donors.

Regional policy conferences

9. Education ministers of Latin America and the Caribbean meeting in Quito, Ecuador, in April 1991, adopted a Declaration that clearly reflects the Jomtien spirit with regard to planning and mobilization for basic education. They particularly stressed the need to provide quality education, without which economic growth will be difficult. The ministers also emphasized that education for all is the responsibility of all and must be supported by a broad national consensus. The meeting of the African education ministers convened by UNESCO in Dakar, Senegal, in July 1991, underlined the priority educational needs common to the region, such as the need to increase primary enrolments, particularly of girls and various disadvantaged groups, and also expressed concern about securing sufficient donor support for basic education.

Similar meetings of education ministers of the Asia/Pacific and Arab States regions will take place in 1993, thus extending the policy dialogue on key issues and objectives in education to all developing regions.

New projects linked to key Jomtien goals

10. UNESCO launched, in 1992, two major international projects which are linked to the main goals of Jomtien: first, the project on "Development of Indicators to Monitor EFA Goals", and second, the project on "Analysis and Dissemination of Key Innovations in Basic Education". Both projects, which were originally developed in the framework of UNESCO/UNICEF co-operation, have increasingly attracted support and co-operation from other agencies as well.

11. The first project aims at providing up-to-date information to measure progress towards the achievement of Jomtien objectives by developing a set of measurable, internationally accepted indicators which are geared to the principal education-for-all goals and will strengthen countries' own monitoring capabilities through appropriate training and support. The project, which initially focuses on some twenty pilot countries, is based in UNESCO, Paris.

12. The second project responds to the realization by the Jomtien Conference that education for all cannot be achieved through a simple policy of "more of the same", but requires new thinking and fresh approaches. The project, which will draw on the experience gained by the existing regional networks for educational innovations, will identify promising innovations in basic education in developing countries with a view to making available these experiences to other countries and to encourage mutual learning and sharing of experiences between countries and agencies.

Support for planning and mobilization at country level

13. Jointly with its Jomtien partner agencies, UNESCO has made a particular effort to support country-level follow-up action in terms of planning and re-ordering of priorities as well as mobilizing partners and public opinion.

14. Twenty-four countries in Sub-Saharan Africa and three Arab States have organized national EFA policy roundtables since Jomtien. These meetings, which typically involved several government ministries, non-governmental organizations, the media and the private sector, have helped to build a national consensus on the main educational needs, the strategies to meet them and the key areas for investment.

15. In the Asia and Pacific region country-level follow-up to Jomtien has taken several forms. Eleven countries have organized Education for All policy roundtables, and have set up some form of interministerial EFA body, one of the main recommendations of the World Conference. A number of governments have also embarked on preparing national action plans for EFA, some of which are based on full-scale education sector reviews.

16. In Latin America and the Caribbean, national EFA policy meetings which were held in at least ten countries, have particularly emphasized the need for building new partnerships, involving not only the governments but also NGOs, private companies, the media, church bodies, trade unions and the families and communities themselves. In the Caribbean region, in particular, a consultation on education for all and Jomtien follow-up led to preparation of a sub-regional action plan which is now being submitted to UNDP for funding under the 5th programming cycle.

17. Another important initiative in the wake of Jomtien has been the launching of a special programme to promote education for all in the ten largest and most populous countries. Housing three-quarters of the world's illiterates, these countries feature common problems but also shared opportunities, such as huge populations, dispersed settlements, linguistic and cultural diversity, federal structures and a potential for decentralization. The programme, promoted by UNESCO and UNICEF in co-ordination with other agencies, emphasizes educational policy dialogue and sharing of experiences between the countries involved, based on a review of key issues and strategies in EFA in each country. It seeks to obtain personal involvement of national leaders in comprehensive, inter-sectoral campaigns to achieve education for all. A summit meeting of the countries concerned in September 1993 is under preparation.

Donor support to basic education

18. There is wide recognition that the achievement of basic education for all will require mobilization of substantial resources, both within countries and through external assistance. Recent studies (Colclough and Lewin; UNICEF) put the investments needed at between US$ 10 billion and US$ 20 billion annually in addition to what is already spent on basic education. Although these amounts seem enourmous, they represent less than one percent of the industrialized world's current annual military spending. Recent history has shown that mobilization of significant funds is possible if supported by political will.

19. As regards external assistance, in the past only one cent of every aid dollar approximately was spent on basic education. Moreover, development assistance to education has often taken the form of compartmentalized projects, relying heavily on foreign exchange, imports of materials and technical assistance and shying away from longer-term commitments and recurrent cost funding. A critical question in all Jomtien follow-up work is therefore whether and to what extent the expected mobilization of international support to basic education has actually occurred.

20. While it is still too early to give a definite answer, partly because of a difficulty to obtain accurate data, the information available so far is encouraging. A recent study supported by UNESCO and OECD, which examined the response of major bilateral and multilateral donors to Jomtien, found that for a majority of bilateral donors disbursements to basic education have significantly increased in comparison to assistance levels of the mid-1980ies. Some bilateral donors have been encouraged by the Jomtien Conference to give support to basic education for the first time. Moreover, the Conference also prompted changes in the policy of many donors with regard to basic education; for example, several countries have drawn up new education sector policy papers, assigning more staff to the education sector and trying out new mechanisms for support to basic education.

21. It appears that multilateral agencies have reacted even more promptly to the World Conference and seem to be influencing other donors through the visibility of their activities. Thus, between 1987 and 1991, the volume of aid committed to education by five major multilateral organizations increased four-fold. UNICEF and the World Bank have substantially increased their commitments to basic education (UNICEF from US$ 46.1 million in 1989 to US$ 79.3 million in 1991; the World Bank from US$ 370 million in 1989 to US$ 849 million in 1991), although the increases in actual disbursements todate are less spectacular. Provisional UNDP data indicate significantly greater allocations to basic education by many countries in the framework of UNDP's 5th programme cycle.

22. UNESCO, while not a funding agency itself, disbursed some US$ 26.2 million in 1991 on basic education, as compared to US$ 20.3 million in 1989. Moreover, the volume of UNESCO's extra-budgetary activities in basic education rose from US$ 10.9 million for 62 projects in 1988/89 to US$ 28.5 million for 137 projects in 1990/91, with the majority of these projects concentrated on Africa.

23. These data, though still provisional, demonstrate that the education-for-all initiative has had a significant mobilizing effect on the donor community. However, the stakes and the challenges are enourmous and much more will need to be done if basic education is to become reality for all.

LIST OF COUNTRIES THAT SUBMITTED THEIR REPLIES TO THE IBE QUESTIONNAIRE (ED/BIE/CONFINTED/43/Q/91) UP TO 30 JUNE 1992

Africa	Europe	Asia and the Pacific	Arab States	Latin America and the Caribbean
Benin	Austria	Australia	Bahrain	Barbados
Botswana	Belgium	China	Egypt	Brazil
Burkina Faso	Bulgaria	Fiji	Jordan	Chile
Burundi	Czechoslovakia	India	Kuwait	Colombia
Côte d'Ivoire	Finland	Indonesia	Lebanon	Costa Rica
Equatorial Guinea	France	Iran, Islamic Rep. of	Libyan Arab Jamahiriya	Honduras
Ethiopia	Germany	Japan	Oman	Jamaica
Guinea	Israel	Malaysia	Qatar	Mexico
Kenya	Luxembourg	Pakistan	Saudi Arabia	Panama
Lesotho	Norway	Papua New Guinea	Sudan	Peru
Malawi	Poland	Philippines	Syrian Arab Republic	Venezuela
Namibia	Portugal	Republic of Korea	Tunisia	
Nigeria	Romania	Sri Lanka	United Arab Emirates	
Senegal	Russian Federation	Thailand	Yemen	
Swaziland	San Marino			
Uganda	Spain			
United Rep. of Tanzania	Sweden			
Zambia	Switzerland			
Zimbabwe	Turkey			
	Ukraine			
	Yugoslavia			